

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

Perth Amboy High School

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

| DISTRICT INFORMATION | SCHOOL INFORMATION |
|---|--|
| District: PERTH AMBOY PUBLIC SCHOOL | School: PERTH AMBOY HIGH SCHOOL |
| Chief School Administrator: DR. DAVID ROMAN | Address: 300 EAGLE AVENUE |
| Chief School Administrator's E-mail: DROMAN@PAPS.NET | Grade Levels: 9-12 |
| Title I Contact: PAMELA SPINDEL | Principal: NESTOR COLLAZO |
| Title I Contact E-mail: PAMESPINDEL@PAPS.NET | Principal's E-mail: NESTCOLLAZO@PAPS.NET |
| Title I Contact Phone Number: 732-376-6200 30-250 | Principal's Phone Number: 732-376-6030 EXT. 23-401 |

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Dr. Nestor Collazo

Nestor Collazo

7/8/15

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 5 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 30,839,811, which comprised 98.30 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 31,092,064, which will comprise 98.34 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| Item | Related to Priority Problem # | Related to Reform Strategy | Budget Line Item (s) | Approximate Cost |
|---|-------------------------------|--|--|------------------|
| Kean University: STEM Summer Program | 1,3 and 4 | Extended School Year/Thematic Academies | 100-300 100-500 100-800 200-500 | 35,200 |
| ALEKS | 1 and 3 | Support Intervention/ Technology Integration | 100-600 200-600 | 18,750 |
| EAI Education and the TI software Program | 3 | Support Intervention/ Technology Integration | 100-600 100-800 | 6,000 |
| Supplemental Supplies (SAT and Accuplacer) | 1, 2 and 3 | Test Preparation | 100-600 | 5,000 |
| PSAT Early Participation Program | 1, 2 and 3 | Test Preparation | 100-600 | 6,500 |

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

| | | | | |
|---|------------|---|--------------------|--------|
| Parental Involvement | 4 | Parental Workshops | 200-800 | 7,000 |
| PLATO/Edmentum Adaptive Intervention Solution | 1 and 2 | Reading Intervention | 100-600 | 54,400 |
| IXL Software Program | 1, 2 and 3 | Support Intervention/ Technology Integration | 100-600 | 7,000 |
| Project Adelante | 1,2 and 3 | Extended School Year | 100-300 200-500 | 50,000 |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

| Name | Stakeholder Group | Participated in Comprehensive Needs Assessment | Participated in Plan Development | Participated in Program Evaluation | Signature |
|--------------------|----------------------------------|--|----------------------------------|------------------------------------|-----------|
| Dr. Nestor Collazo | School Staff- Administrator | X | X | X | |
| Mala Maharana | School Staff- Admin. Math | X | X | X | |
| Nancy Samaha | Admin. Special Services | X | X | X | |
| Jere Karnilaw | School Staff- Guidance Counselor | X | X | X | |
| Aminda Ramos | School Staff- Data Coach | X | X | X | |
| Mary McAdam | School Staff- Administrator | X | X | X | |
| Thomas Smith | School Staff- Supervisor | X | X | X | |
| Sylvia Leon | School Staff- Administrator | X | X | X | |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

| | | | | | |
|-------------------|--|---|---|---|--|
| Daniel Kushner | School Staff- Administrator Science | X | X | X | |
| Anna Tzanos | School Staff- Literacy Coach | X | X | X | |
| Carol Blumhof | School Staff- Math Coach | X | X | X | |
| Dr. Wachera Brown | School Staff- Administrator | X | X | X | |
| Meghan Reeves | School Staff- Administrator | X | X | X | |
| Gregory Cavanaugh | School Staff- Department Chairperson (Math) | X | X | X | |
| Vanessa Martyniuk | School Staff- Department Chairperson (English) | X | X | X | |
| Pamela Spindel | Director of Special Funded Programs | X | X | X | |
| Jasmin Minaya | Special Specialist | X | X | X | |
| Regina Acevedo | Supervisor of ESL and Bilingual | X | X | X | |

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

| Date | Location | Topic | Agenda on File | | Minutes on File | |
|------------------|-----------------------------|---------------------------------------|----------------|----|-----------------|----|
| | | | Yes | No | Yes | No |
| October 18, 2014 | High School Conference Room | Comprehensive Needs Assessment | | | | |
| December 6, 2014 | High School Conference Room | Schoolwide Plan Development | X | | X | |
| March 2, 2015 | High School Cafeteria | Schoolwide Plan Mentor-Mentee Program | X | | X | |
| April 13, 2015 | High School Conference | School Wide Plan Development | X | | X | |
| June 1, 2015 | High School Conference Room | Program Evaluation | X | | X | |

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?

Perth Amboy High School acknowledges it is a diverse community that shares in the responsibility of preparing each student for his/her life's goals. The high school establishes a learning environment that provides sufficient background to students so they can successfully enter post-secondary education, vocational, and technological trades, the military and/or business community. The high school fosters the importance of equality among students, staff, and the community in the learning process. Therefore, through philosophy, the high school ensures that the students are prepared with the skills needed for the 21st century.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

After conducting an evaluation analysis of our school-wide program, many of our strategies, initiatives, and professional development to increase student achievement and family and community involvement were implemented as planned. Throughout the school year we used data from NJASK, Star Assessments for Reading and Mathematics, ALEKS, Quarterly Exams and HSPA to assess our programs. The results of our state assessment will also assist us in the continuation of the evaluation of our programs.

2. What were the strengths of the implementation process?

Apparent Strengths:

- Clearly defined goals:

One of the administrative goals was to develop the attributes of a high quality SGOs and assessment as evidenced by data showing a median score of 2.65 or higher attained in their individual summative by May 2015. We provided one on one professional development to each teacher on all campuses. The administrative team checked the progress, provided feedback, monitored and analyzed the data. As a result of this collaboration the admin team used the gap analysis techniques in mathematics and language arts to set the baseline for 2015-16 school year and showed a median growth of 3.03.

- Comprehensive program that focused on direct student services, professional development for faculty, extended day support for students and partnerships with Colleges and Universities. All the stakeholders worked together as a team to acquire partnerships with Cisco and Project Lead the Way for the STEM Academy. Currently the STEM Academy is involved in many ventures such as developing dual program agreements with Devry University, Kean University and Middlesex County College. Through numerous meetings and staff surveys we identified the need for good professional development for the staff to empower the students. As a result, 37.1% of the tenured staff identified “Engaging students in learning” and “Using Questions and Discussion

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Techniques” as their top choice for professional development whereas 44.9% of the non-tenured staff identified a need of “Using Questions and Discussion Techniques” as their topic of improvement

3. What implementation challenges and barriers did the school encounter?

The student population at the High School has been distributed throughout four (4) different buildings. This situation has always presented a challenge as it relates to monitoring of programs. In addition, data has shown that students are entering ninth grade below grade level. Other attributes that effect the implementation of our program are poor attendance, reduced parental involvement in comparison to the elementary schools and a large population of multilingual student s whose parents have difficulty reinforcing schoolwork at the home.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

During the 2014-2015 implementation process, many strengths and weaknesses were noted in the following programs: Kean STEM Program, NJIT Summer Program, Middlesex County College Algebra Program, PSAT Early Participation Program, SAT Preparation Program and ALEKS. These programs helped our students in terms of increased English and Mathematics scores, better attendance and increased services. Other apparent **strengths** during the implementation of each program were that there were clearly defined completion goals, comprehensive programs that focused on direct student services, professional development for faculty, extended day support for students, partnerships with colleges and universities, reform strategies that were able to withstand empirical analysis and student and teacher programs that were supported by faculty, staff, parents and the community. One apparent **weakness** was collecting, graphing, interpreting and presenting data to stakeholders in a timely fashion. Another significant weakness was that though there was better attendance, there was still an issue with full attendance participation.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Numerous meetings were held to explain the programs to all stakeholders including faculty, staff, board members and members of the community and surveys were sent out as well. For example the principal of the school district presented 9 presentations throughout the district on the subject of the restructuring plan for the high school and the 9th grade academy. The STEM Academy made 7 presentations at all campuses explaining the need of getting ready for science and technology related careers after graduating from the High School. Most of the events were well attended by all stakeholders. We had 75 parents attend the STEM presentations. The parent conference nights were also used to propagate the initiated programs. For example in the Main Campus

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itself, 42 parents / guardians attended the March 2015 Conferences, 67 parents / guardians attended the May 2015 Conferences and 461 parents / guardians attended the December 2015 Conferences where they were asked to sign up for the new “Infinity Campus” parent portal. This portal is used as a medium to connect with the parents to monitor the progress of their children, sharing updates regarding the school itself.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff’s perceptions?

Once staff was informed, everyone was eager and determined to implement our school-wide programs and activities. Staff began to host peer visitations and welcome their grade level colleagues during instructional rounds which helped to transform their perceptions. Teachers participated in a district wide mentoring program which reinforced teacher’s successes. When staff became aware of the benefits and the positive impact on student learning and achievement, they were optimistic, determined, and eager to implement these new strategies and techniques. Evaluations were given after each professional development to survey teachers’ perception of the sessions provided.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community’s perceptions?

Correspondence is constantly sent out in both English and Spanish to communicate with our school community. Parents are encouraged to attend monthly PTO meetings, family events, and quarterly parent-teacher conferences to keep abreast of what is happening in our school. In addition, parents have embraced Infinite Campus where they are able to view and monitor their child’s academic progress. Furthermore to bridge the gap between home and school, parents and staff were able to utilize the technology program such ALEKS and IXL. This sustains a positive perception.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Intervention for ALEKS was delivered during instructional time in the regular classroom during small group instruction based on the students’ individual needs. It is an adaptive learning and assessment tool that classroom teachers use to differentiate within the classroom and to target the needs of their learners.

Intervention for PSAT Preparation was held every Saturday during the school year for 10th grade students utilizing small group instruction in the Learning Center. It is an assessment tool to gauge college and career readiness.

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Intervention for SAT Preparation was held for all 11th and 12th grade students afterschool utilizing small group instruction in the Learning Center. It is an assessment tool to gauge college and career readiness.

Intervention for the Project Adelante was held during the a five week summer session and every Saturday during the school year for all students to help reduce the high school dropout rate, increase academic skills and encourage the pursue higher education.

Intervention for the Kean STEM program was held during the summer at Kean University for those students who are interested in pursuing STEM careers. This enrichment program targets math and science and gives the students the opportunity to tour the college campus and to potentially receive college credits.

Intervention for the NJIT Program was held during the summer at NJIT for those students who are interested in science, technology, engineering and mathematics. This enrichment program was designed to enhance academic achievement, problem solving and critical thinking skills, and encourage students to pursue careers in scientific and technological fields.

9. How did the school structure the interventions?

Interventions were structured based on students' needs, interest, data assessment and other resources available. Some of the students received intervention/enrichment during the summer programs. Most of the students received interventions during the school day, afterschool or on Saturday in small group settings in their regular classrooms or in the Learning Center.

10. How frequently did students receive instructional interventions?

Students received daily interventions in the classroom for Mathematics and Language Arts as well as academic support services in the Learning Center. For the Kean STEM Summer Program students attend classes at both PAHS as well as the college campus for four weeks. The NJIT Summer Programs is held at the NJIT campus for four weeks during the summer.

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11. What technologies did the school use to support the program?

We have used the following technologies: Computer, Student Response Systems, Smart Board, Internet, Electronic Libraries, and Student Scanning Systems.

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12. Did the technology contribute to the success of the program and, if so, how?

Yes, students were able to learn skills required for successful academic performance in their core coursework. For example, teachers were able to monitor students' learning during instruction of mathematics and science using student response systems. The mathematics Department uses the ALEKS which is a complex educational software based on Knowledge Space Theory. This software is capable of efficiently and accurately assessing knowledge in various disciplines, ranging from mathematics and the natural sciences to selected topics in business and the social sciences

| ALEKS course | Number of students | Average hours spent in ALEKS | Beginning Knowledge (student avg) | Ending Knowledge (student avg) | Percentage Points Gained |
|----------------------|--------------------|------------------------------|-----------------------------------|--------------------------------|--------------------------|
| Algebra Readiness | 521 | 15.7 hours | 27% | 55% | 28 |
| Pre-Algebra | 13 | 4.6 hours | 24% | 33% | 9 |
| Algebra 1A | 2 | 6.8 hours | 55% | 66% | 11 |
| Algebra 1 | 49 | 8.5 hours | 35% | 43% | 8 |
| High School Geometry | 1 | 1.3 hours | 54% | 56% | 2 |
| PreCalculus | 1 | 7.3 hours | 23% | 50% | 27 |

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

| English Language Arts | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention). |
|-----------------------|-----------|-----------|---|---|
| Grade 4 | | | | |
| Grade 5 | | | | |
| Grade 6 | | | | |
| Grade 7 | | | | |
| Grade 8 | | | | |
| Grade 11 | 23 | N/A | Project Adelante Learning Center SAT Preparation STAR Reading 90 min Block in English | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. Furthermore, it provided students' independent reading level to be able to instruct appropriately. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |
| Grade 12 | 80 | N/A | Project Adelante Learning Center SAT Preparation STAR Reading 90 min Block in English | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. Furthermore, it provided students' independent reading level to be able to instruct appropriately. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. |

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| | | | | |
|--|--|--|--|--|
| | | | | Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |
|--|--|--|--|--|

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention). |
|-------------|-----------|-----------|---|--|
| Grade 4 | | | | |
| Grade 5 | | | | |
| Grade 6 | | | | |
| Grade 7 | | | | |
| Grade 8 | | | | |
| Grade 11 | 27 | N/A | ALEKS ASHA Learning Center Double Block in Mathematics | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |
| Grade 12 | 90 | N/A | ALEKS ASHA Learning Center 90 min Block in Mathematics | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |

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Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

-STAR ASSESMENT

| English Language Arts | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention). |
|-----------------------|-------------|-------------|---|--|
| Pre-Kindergarten | | | | |
| Kindergarten | | | | |
| Grade 1 | | | | |
| Grade 2 | | | | |
| Grade 9 | 998 | 798 | Project Adelante Learning Center SAT Preparation STAR Reading 90 min Block in English | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |
| Grade 10 | 344 | 406 | Project Adelante Learning Center SAT Preparation STAR Reading 90 min Block in English | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |

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-QUARTERLY EXAMS ALGEBRA

| Mathematics | 2013 - 2014 | 2014 - 2015 | Interventions Provided | Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention). |
|------------------|-------------|-------------|---|--|
| Pre-Kindergarten | | | | |
| Kindergarten | | | | |
| Grade 1 | | | | |
| Grade 2 | | | | |
| Grade 9 | 566 | N/A | ALEKS ASHA Learning Center 90 min Block in Mathematics | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |
| Grade 10 | 51 | N/A | ALEKS ASHA Learning Center 90 min Block in Mathematics | These interventions provided immediate feedback to inform teachers the skills students were lacking to meet grade level standards and expectations. This was sufficient data to be able to target the deficiencies and provide intervention to the students and remediate instruction within the classroom. Teachers were able to collaborate to discuss the data and monitor student progress. Small group instruction and tutoring/supplemental instruction by tutors increased student proficiency. |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|---|--------------------------|--|---|
| ELA | Students with Disabilities | Direct academic support Learning Center | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Advanced proficiency for ELA increased from 5% to 7% Students with Disabilities: Participating in the Alternate Proficiency Assessment during the 2014-2015 School Year: Students tested in the subject area of language arts at the eleventh grade level were found to be partially proficient (100%). |
| Math | Students with Disabilities | Direct academic support Learning Center ALEKS | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Advanced proficiency for ELA increased from 5% to 7% Students with Disabilities: Participating in the Alternate Proficiency Assessment during the 2014-2015 School Year: Students tested in the subject area of language arts at the eleventh grade level were found to be partially proficient (100%). Students entered 9 th grade, Algebra I course with some math readiness. According to Aleks Intervention Program for the 14-15 school year, in class #1 students achieved 66% mastery in Algebra readiness. I class #2 students achieved 47% mastery in Algebra readiness. There is a direct correlation to the amount of hours spent on Aleks to the percent of mastery. |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|---|
| ELA | Homeless | Direct academic support Learning Center | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Advanced proficiency for ELA increased from 5% to 7% |
| Math | Homeless | Direct academic support/Learning Center ALEKS | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Students entered 9 th grade, Algebra I course with some math readiness. According to Aleks Intervention Program for the 14-15 school year, in class #1 students achieved 66% mastery in Algebra readiness. I class #2 students achieved 47% mastery in Algebra readiness. There is a direct correlation to the amount of hours spent on Aleks to the percent of mastery. |
| ELA | Migrant | Direct academic support Learning Center | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Advanced proficiency for ELA increased from 5% to 7% In the 14-15 school year, the English as a Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to research is not advisable. According to The WIDA Standards Framework and its Theoretical Foundations, |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|---|
| | | | | | <p>2014, "Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15.</p> |
| Math | Migrant | Direct academic support/Learning Center ALEKS | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>In the 14-15 school year, the English as a Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|-------------------------|--------------------------|--|--|
| | | | | | <p>research is not advisable. According to The WIDA Standards</p> <p>Framework and its Theoretical Foundations, 2014, "Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15.</p> |
| ELA | ELLs | Direct academic support | Yes | State Assessments Quarterly Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>In the 14-15 school year, the English as a</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|-------------------|--------------------------|--|---|
| | | Learning Center | | Formative and Summative Assessments Unit Test STAR Assessments | <p>Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to research is not advisable. According to The WIDA Standards Framework and its Theoretical Foundations, 2014, "Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15.</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|---|
| Math | ELLs | Direct academic support/Learning Center ALEKS | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>In the 13-14 school year, the English as a Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to research is not advisable. According to The WIDA Standards</p> <p>Framework and its Theoretical Foundations, 2014, "Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was</p> |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|--|--|
| | | | | | hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15. |
| ELA | Economically Disadvantaged | Direct academic support Learning Center | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Advanced proficiency for ELA increased from 5% to 7% |
| Math | Economically Disadvantaged | Direct academic support/Learning Center ALEKS | Yes | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Students entered 9 th grade, Algebra I course with some math readiness. According to Aleks Intervention Program for the 14-15 school year, in class #1 students achieved 66% mastery in Algebra readiness. I class #2 students achieved 47% mastery in Algebra readiness. There is a direct correlation to the amount of hours spent on Aleks to the percent of mastery |
| | | | | | |

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|-------------------------|--------------------------|--|--|
| ELA | Students with Disabilities | Direct academic support | YES | State Assessments Quarterly Assessments | Advanced proficiency for ELA increased from 5% to 7% Students with Disabilities: Participating in the |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|--|---|
| | | Learning Center | | Formative and Summative Assessments Unit Test STAR Assessments | Alternate Proficiency Assessment during the 2014-2015 School Year: Students tested in the subject area of language arts at the eleventh grade level were found to be partially proficient (100%). Pre- and post test data indicates no regression in knowledge high school students participating in the ESY Program |
| Math | Students with Disabilities | Direct academic support Learning Center Kean STEM Program NJIT Summer Program | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Advanced proficiency for ELA increased from 5% to 7% Students with Disabilities: Participating in the Alternate Proficiency Assessment during the 2014-2015 School Year: Students tested in the subject area of language arts at the eleventh grade level were found to be partially proficient (100%). |
| ELA | Homeless | Direct academic support Learning Center | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Advanced proficiency for ELA increased from 5% to 7% Pre- and post test data indicates no regression in knowledge high school students participating in the ESY Program |
| Math | Homeless | Direct academic support/Learning Center | YES | State Assessments Quarterly Assessments Formative and Summative | Students entered 9 th grade, Algebra I course with some math readiness. According to Aleks Intervention Program for the 14-15 |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|---|--------------------------|--|--|
| | | ALEKS Kean STEM Program NJIT Summer Program | | Assessments Unit Test STAR Assessments | school year, in class #1 students achieved 66% mastery in Algebra readiness. I class #2 students achieved 47% mastery in Algebra readiness. There is a direct correlation to the amount of hours spent on Aleks to the percent of mastery |
| ELA | Migrant | Direct academic support Learning Center | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>In the 14-15 school year, the English as a Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to research is not advisable. According to The WIDA Standards</p> <p>Framework and its Theoretical Foundations, 2014, "Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|---|
| | | | | | <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15.</p> |
| Math | Migrant | Direct academic support/Learning Center ALEKS Kean STEM Program NJIT Summer Program | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>In the 14-15 school year, the English as a Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to research is not advisable. According to The WIDA Standards</p> <p>Framework and its Theoretical Foundations, 2014, "Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|---|
| | | | | | <p>(schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15.</p> |
| ELA | ELLs | Direct academic support Learning Center | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>In the 14-15 school year, the English as a Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to research is not advisable. According to The WIDA Standards</p> <p>Framework and its Theoretical Foundations, 2014, "Within a learner's zone of proximal development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|---|
| | | | | | <p>output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15.</p> |
| Math | ELLs | Direct academic support/Learning Center ALEKS Kean STEM Program NJIT Summer Program | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>In the 14-15 school year, the English as a Second Language curricula was dated. In addition, dated textbooks and workbooks were being utilized. Students were placed in combined language levels, which according to research is not advisable. According to The WIDA Standards</p> <p>Framework and its Theoretical Foundations, 2014, "Within a learner's zone of proximal</p> |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|--|--|
| | | | | | <p>development (Vygotsky, 1978), language is acquired and mediated in interaction with opportunities for meaningful practice, e.g. comprehensible input and output (Long, 1996; Mackey, 1999). Learners' evolving language proficiency is captured by the notion of interlanguage; as learners build on prior knowledge (schema) they acquire more complex features of language which they refine over time (Smith & Kellerman, 1989; Huebner, 1983)."</p> <p>In the 14-15 school year, research-based Cengage/National Geographic Learning EDGE Reading Series was adopted. Students were placed in ESL classes according to language proficiency. An additional ESL teacher was hired and class size reduced. There is no data to correlate the finding from school year 13-14 to 14-15.</p> |
| ELA | Economically Disadvantaged | Direct academic support Learning Center | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | <p>Advanced proficiency for ELA increased from 5% to 7%</p> <p>Pre- and post test data indicates no regression in knowledge high school students participating in the ESY Program</p> |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|----------------------------|--|-----------------------------------|--|--|
| Math | Economically Disadvantaged | Direct academic support/Learning Center ALEKS Kean STEM Program NJIT Summer Program | YES | State Assessments Quarterly Assessments Formative and Summative Assessments Unit Test STAR Assessments | Students entered 9 th grade, Algebra I course with some math readiness. According to Aleks Intervention Program for the 14-15 school year, in class #1 students achieved 66% mastery in Algebra readiness. I class #2 students achieved 47% mastery in Algebra readiness. There is a direct correlation to the amount of hours spent on Aleks to the percent of mastery |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|---|--------------------------|---|--|
| ELA | Students with Disabilities | CPI Training Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI PSI Performance Matters Infinite Campus SGO's GCN | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |
| Math | Students with Disabilities | CPI Training Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI PSI Performance Matters Infinite Campus SGO's GCN | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |
| ELA | Homeless | Teachscape/Danielson | Yes | Certifications | PARCC results |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|---|--------------------------|---|--|
| | | PARCC Training Instructional Rounds PLC's PMI McKinney Vento Act Training PSI Performance Matters Infinite Campus SGO's GNC | | Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |
| Math | Homeless | Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI McKinney Vento Act Training PSI Performance Matters Infinite Campus SGO's GNC | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |
| ELA | Migrant | CPI Training Teachscape/Danielson PARCC Training | Yes | Certifications Evaluations Summatives | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|---|--------------------------|---|--|
| | | Instructional Rounds PLC's PMI PSI Performance Matters Infinite Campus SGO's GCN | | Surveys Attendance/Sign In Sheets Software Reports Logs | Progress Reports Report Cards Performance Matters Results |
| Math | Migrant | CPI Training Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI PSI Performance Matters Infinite Campus SGO's GCN | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |
| ELA | ELLs | CPI Training Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|---|--------------------------|---|--|
| | | PSI Performance Matters Infinite Campus SGO's GCN | | Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |
| Math | ELLs | CPI Training Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI PSI Performance Matters Infinite Campus SGO's GCN | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |
| ELA | Economically Disadvantaged | CPI Training Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI PSI | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|-------------------------------|---|-----------------------------------|---|--|
| | | Performance Matters Infinite Campus SGO's GCN | | | |
| Math | Economically Disadvantaged | CPI Training Teachscape/Danielson PARCC Training Instructional Rounds PLC's PMI PSI Performance Matters Infinite Campus SGO's GCN | Yes | Certifications Evaluations Summatives Surveys Attendance/Sign In Sheets Software Reports Logs | PARCC results Quarterly Assessment Scores Summative Evaluation for each teacher Progress Reports Report Cards Performance Matters Results |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|----------------------------|--|--------------------------|--|--|
| ELA | Students with Disabilities | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |
| Math | Students with Disabilities | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |
| ELA | Homeless | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|------------|--|--------------------------|--|--|
| Math | Homeless | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |
| ELA | Migrant | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |
| Math | Migrant | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |
| ELA | ELLs | PARCC Informational Sessions | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|--------------|-------------------------------|--|--------------------------|--|---|
| | | Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | | | |
| Math | ELLs | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |
| ELA | Economically Disadvantaged | PARCC Informational Sessions Parent Conferences/Nights Parent Workshops Translators PTO Infinite Campus | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |
| Math | Economically Disadvantaged | PARCC Informational Sessions Parent Conferences/Nights | Yes | Sign In Sheets | Increased attendance for PARCC Informational Sessions and Infinite Campus. |

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|----------------------|--------------------|---|-----------------------------------|---|--|
| | | Parent Workshops Translators PTO Infinite Campus | | | |

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Nestor Collazo

Dr. Nestor Collazo

6/1/15

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|--------------------------------|--|---|
| Academic Achievement – Reading | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations | The 9th grade results reflect the transfer of overall reading gains from 8th to 9th grade was maintained. The 10th grade showed some growth as they were more focused on close reading techniques. The 11th grade went down slightly. The teachers were focused on PARCC assessment. Students needed to be introduced to the formatting of the new state wide assessment, including a shift to more emphasis on non-fiction pieces. |
| Academic Achievement - Writing | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations | PARCC results n/a at this time; tutoring results are shown under the "Learning Center" notes for ELA; results for benchmarks and comprehensive examinations show the following: The 9th grade results reflect the most growth, for the MP1 quarterly examination, in the 70-80 and 80-90 quartiles, with growth rates of 4% and 3% respectively, and the Midterm examination results reflect growth rates in the same quartiles, with 14% and 14% respectively. The 10th grade results reflect the most growth for the Midterm examination in the below 65 and 65-70 quartiles, with growth rates of 12% and 4% respectively. Data was not available for the Grade 10 MP 1 quarterly examination. The grade 11 results reflect the most growth, for the MP1 quarterly examination, in the 80-90 and 90-100 quartiles, with 11% and 19% respectively, and the Midterm examination results reflect growth rates in the 70-80 and 80-90 quartiles, with 9% and 2% respectively. Data was not available for the Grade 12 quarterly examination MP1. The grade 12 results reflect the most growth, for the Midterm examination, in the below 65, 65-70, 70-80 and 90-100 quartiles, with 3%, 4%, 4%, and |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|------------------------------------|--|---|
| | | 0.22% respectively. The rationale for these results is an attribution of more time on writing tasks, shifting from OEQs to PARCC-like constructed responses, as well as maintenance of student writing portfolios, with at least 8-10 writing selections as SGO data point. Students were encouraged to be more meta-cognitive in tracking their own writing successes |
| Academic Achievement - Mathematics | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations | PARCC results n/a at this time; tutoring results are shown under the "Learning Center" notes for Mathematics. Results for benchmarks and comprehensive examinations show the following: The Quarterlies for Algebra 1 showed the most increase in the 70% - 80% category. The percent of students in that category increased from 11.175 to 11.87%. The percent of students scoring more than 90% showed an increase from 6.09% to 9.86%. Results in Geometry showed a decrease in the scores. 66.67% of the students are partially proficient in Geometry and is an area of concern. In Algebra 2 the most improvement was seen in the 70% - 80% has shown an increase from 9.38% to 9.69%. The major focus however is the Bilingual students who enroll in the school system. Currently 26.4% of the students are not prepared for Algebra 1 and 75% of the 9th graders are not prepared for Algebra 1 (Bilingual). |
| Family and Community Engagement | Infinite Campus Parents Surveys Sign In Sheets | These measures indicate the amount of parent participation; identify the needs of the parents, the parents' concerns and impressions of what is taking place at the school level. In addition, they measure the success of the programs that are offered to the parents and allow them to make suggestions. |
| Professional Development | Summatives, Evaluations, Professional Surveys, Sign In Sheets | These measures indicate what professional development the teachers feel they need and what areas in which they would like to focus. They give the staff member's perception on the usefulness and effectiveness of the professional development given. The teacher observations/evaluations reflect if the initiatives / strategies presented in workshops are being effectively applied in the classroom, if more professional development is needed and in what areas. |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|-----------------------------|--|---|
| Leadership | Administrative Evaluation Report, Annual Conference, Principal's Professional Growth Plan, Year-end Administrators' Report to the Superintendent Administrative Goals | The Superintendent meets with the Principal for an annual conference to discuss goals and objectives for the school year, the Principal's Professional Growth Plan and professional development needs. In addition, the Superintendent evaluates the Principals in the areas of Planning / Management / Assessment of Student Achievement, School Climate, Curriculum Implementation & Monitoring, Professionalism / Professional Growth, Supervision / Program Administration and Community Relations. |
| School Climate and Culture | Program Evaluations, Professional Development Surveys, Parent Surveys | These surveys and evaluations allow teachers and parents to provide insight as to the implementation and effectiveness of school initiatives/programs. In addition, teachers and parents provide suggestions as to how these initiatives/programs can be improved or modified. |
| School-Based Youth Services | N/A | |
| Students with Disabilities | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations, IEP | <p>These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/skills that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.</p> <p>These measures indicate if the student is making progress and the specific skills the students are lacking. They serve as documentation on the students' performance and indicate if the student needs further services or placement</p> <p>Students with Disabilities: Participating in the Alternate Proficiency Assessment during the 2013-2014 School Year: Students tested in the subject area of language arts at the eleventh grade level were found to be partially proficient (100%). In mathematics, (62%) sixty-two percent of students participating in the APA process were found to be proficient and (38%) thirty-eight percent were found to be partially proficient.</p> |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|----------------------------|---|--|
| Homeless Students | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations | <p>These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/skills that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.</p> <p>These measures indicate if the student is making progress and the specific skills the students are lacking. They serve as documentation on the students' performance and indicate if the student needs further services or placement</p> |
| Migrant Students | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations, ACCESS scores | <p>These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/skills that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.</p> <p>These measures indicate if the student is making progress and the specific skills the students are lacking. They serve as documentation on the students' performance and indicate if the student needs further services or placement</p> |
| English Language Learners | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations, ACCESS scores | <p>These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/skills that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.</p> <p>These measures indicate if the student is making progress and the specific skills the students are lacking. They serve as documentation on the students' performance and indicate if the student needs further services or placement</p> |
| Economically Disadvantaged | PARCC results, Quarterly Assessments, STAR results, and Comprehensive subject examinations | <p>These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/skills that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.</p> |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|--------------|-----------------------------------|--|
| | | These measures indicate if the student is making progress and the specific skills the students are lacking. They serve as documentation on the students' performance and indicate if the student needs further services or placement |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process* ***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The administrative team had meetings to analyze the data for Language Arts and Mathematics at each grade level and the influencing factors for low grades and partial proficiency. It soon became evident that parental involvement, fluency in literacy, proficiency in Algebra 1, Algebra 2 and Geometry were the major areas of concern within the High School.

2. What process did the school use to collect and compile data for student subgroups?

Scores and disaggregated data from the AHSA, HSPA, Quarterlies, Marking Period Grades, Teacher Recommendations, PSAT scores as well as outcomes of common quarterly assessments, midterm and final examinations were used to monitor student progress and placement into appropriate classes. Modifications were made as necessary for at-risk subgroups.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Data generated by the NJDOE, Performance Matters, or a prescribed SES is used in implementing classroom strategies, programs and professional development. This data is used to identify at-risk subgroups that need program and schedule alterations.

4. What did the data analysis reveal regarding classroom instruction?

Analysis of Danielson data regarding teacher instruction revealed that 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction were the lowest scored areas (2-partially proficient).

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

The data analysis revealed that faculty needs professional development in the areas of Danielson 3b, 3c and 3d if they are to effectively use a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.

6. How does the school identify educationally at-risk students in a timely manner?

In addition to the standardized test scores, those students who display a lack of motivation; negative, aggressively angry or antisocial behavior; and experience a sudden and unexplained drop in grades and academic performance are referred to the School-based Youth Services, counselors and/or Child Study Teams or Guidance Department for further evaluation. Teachers also have opportunities to identify at-risk students during their daily Professional Learning Communities (PLCs). Therefore, classes and programs are developed and scheduled based on these individual student needs. In addition, common quarterlies help identify at-risk students at the end of the first quarter.

Note: The High School's PLCs provide a group of teachers, motivated by a shared learning vision, an opportunity to inquire on their practice and together learn new and better approaches to enhance student learning. These activities include the following: 1. Lesson design 2. Curriculum mapping 3. Formative assessment 4. Data analysis 5. Lesson study 6. Related projects

Classroom walk-through procedures also provide opportunities to identify at-risk students. Instructional rounds provide yet, another opportunity to identify educationally at-risk students. Counselors' review of academic records continues to be among the best ways to identify any student that is educationally at-risk.

7. How does the school provide effective interventions to educationally at-risk students?

The in-class support and mainstreaming of students offer modifications of extra time and personalized help. In addition tutoring, push-in and pull-out programs are available. Tutors at the student learning center, available to all students after school, provide

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

assistance in all core subject areas. Test Skills and Preparation classes have been implemented in small group settings to help the students achieve mastery and adept them at test taking skills.

8. How does the school address the needs of migrant students?

Most students enrolled at the high school are relatively new entrants. They are in need of acquiring the skills to perform at the high levels measured by the PARCC. They receive assistance in the Learning Center. In addition, the ESL/Bilingual Department provides support by ensuring that highly qualified faculty and staff are hired to work with the students. The students who are struggling will be provided extra help during the block period. The bilingual department will be working in collaboration with the Language Arts and the Mathematics Department to ensure that students are receiving the highest quality of instruction.

1. Instruction leverages ELLs' native language(s) and culture): Instruction develops discipline-specific language along with discipline-specific knowledge and competencies. Instruction is standards-aligned and grade level appropriate.
2. Instruction addresses the needs of students with various levels of English proficiency and with a variety of prior school experiences.
3. Instruction provides the necessary support to ensure that ELLs comprehend disciplinary texts and tasks. This will enable students to acquire the language and knowledge they need to become more independent learners.
4. Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

9. How does the school address the needs of homeless students?

The district is part of the tri-county region (Middlesex, Monmouth, & Ocean) established by Trenton to coordinate & facilitate the guidelines of the McKinney-Vento Education of Homeless Children & Youth Program. The counselors & home school liaisons work with the district's contact to ensure that students' instruction is interrupted as little as possible when a homeless situation presents itself.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

All staff members are engaged in discussion and advice concerning quarterly assessments through staff and departmental meetings, but most especially through the daily PLCs afforded to teachers. The daily PLCs afford faculty the following opportunities:

1. Lesson design
2. Curriculum mapping
3. Formative assessment
4. Data analysis
5. Lesson study
6. Related projects

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Middle School to High School Transition is mediated through a 9th grade academy. Said academy provides opportunities for the following:

1. Parent Orientation: parents and children participate in order to understand the expectations and accountability for total program as well as student academic responsibilities.
2. Freshman Academy Parent Workshops: informing parents on how to become more involved in the life of their children and nurture and support a stable home life that assists in producing a successful student.

In addition to the aforementioned, the following student and faculty-focused strategies are also included in the transitional plan for rising 9th graders entering the high school.

- Mandatory nine-period day for all students to provide opportunities for bridge, elective and thematic coursework
- Learning Center that provides academic support in critical core content areas such as Mathematics, Science, Language Arts, Social Studies and Research. This service is provided Mon-Fri (3:10- 7:10 pm). Research indicates that High School students who participate in high-quality, school-based after-school academic support programs come to school more and have a greater sense that they can do well academically in their coursework (Walker, Arbretton 2004).
- Increased thematic and elective coursework in the core areas
- Summer School opportunities in Credit Recovery (Core Subjects, ELL and SE Programs, Advanced Credits (Pre-Cal, Calculus, Geometry, PSI Physics), Summer Bridge (Mathematics, Science , Language Arts), and STEM/Kean Program (Computer Sciences, Robotics & Engineering)
- Partnership with Raritan Bay Medical Center (RBMC)
- Online credit recovery (Educere)
- Aleks Mathematics support program

Faculty Focused Strategies

- Implementation and professional development for PLCs
- Instructional Rounds
- Increased number of faculty hired in all content areas, including Bilingual and Special needs.
- Increased number of faculty to teach PSI Physics and Chemistry by recruiting and establishing professional development opportunities at the high school (i.e. certification program in Physics and Chemistry)

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

- Professional development for teachers in Mathematics (PMI)
- Curriculum development in PSI Physics laboratories
- Data Analysis Teams
- Accountability of counselors for follow-up with student services
- Recruitment and hiring of bilingual faculty in science, mathematics and language arts
- Recruitment and hiring of instruction leaders in critical areas such Mathematics and Language Arts
- Recruitment and hiring of instructional leader to expand the evening program

School Environment Focus

- Enforcement of the uniform & electronics policies
- Collaboration with local authorities to address gang-related issues
- Established partnership with the FBI's Community Outreach Program
- Well established procedures for evacuation of the building, lockdowns, and fire drills
- Supportive environment for everyone in the high school

Researched-based source: Walker, K. E. and A. J. A. Arbretton 2004 *After-School Pursuits: An Examination of Outcomes in the San Francisco Beacon Initiative*. Philadelphia: Public/ Private Ventures.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Staff and department meetings generate a list of issues to be address. Such issues make up the meeting agenda for the SLT/NJSAC and subject level department meetings. The council disseminated other issues to the appropriate standing committee (i.e., School Culture, Technology, etc.).

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

| | #1 | #2 |
|---|--|--|
| Name of priority problem | Closing the Achievement Gap | Language and Literacy (LAL) for all student subgroups |
| Describe the priority problem using at least two data sources | Students are entering the 9 th grade unprepared for the rigors of high school NJASK 7, 8, quarterly, midterm and final content area assessments. | Below grade level reading and writing skills. On average 3-6 years below grade level. |
| Describe the root causes of the problem | District research demonstrates that students begin to lose academic ground from year-to-year beginning with the 1st grade and when they reach High School are typically three grades below grade level in the two critical areas: Mathematics and Language Arts. | District research demonstrates that students begin to lose academic ground from year-to-year beginning with the 1st grade and when they reach High School are typically three grades below grade level in the critical area of Language Arts . Student demonstrate low proficiency in vocabulary development, reading comprehension, comprehensive writing, etc. |
| Subgroups or populations addressed | All population including general, bilingual/ESL and Special Education. | All population including general, bilingual/ESL and Special Education. |
| Related content area missed (i.e., ELA, Mathematics) | ELA and Mathematics | ELA |
| Name of scientifically research based intervention to address priority problems | Afterschool Academic Programs to close gaps in Mathematics, Science, Language Arts, Social Studies, Financial Literacy. Students also participate in a Learning Center tutoring program. IXL Program for SE student during the school day. Mandatory for seniors and any students participating in sports. | Language and Literacy (LAL) for all student subgroups Social Studies, Mathematics, Science |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| | | |
|---|---|---|
| | <p>Faculty Focused Approaches</p> <ul style="list-style-type: none"> Ø Implementation and professional development for Professional Learning Communities (PLCs) Ø Instructional Rounds to share effective practices (IRs) Ø Increased number of faculty hired in all content areas, including Bilingual and Special needs Ø Data analysis teams to guide changes in curriculum and instruction Ø Accountability of counselors for follow-up with student services Ø Recruitment and hiring of bilingual faculty in science, mathematics and language arts Ø Recruitment and hiring of instructional leaders in critical areas such Mathematics and Language Arts Ø Recruitment and hiring of instructional leader to expand the evening program Ø Professional Development on Student Growth Objectives (SGOs) Ø Decision-making authority for teachers to implement changes directed toward increasing student achievement. Learning supports to help students meet expectations. <p>School Environment Focus</p> <ul style="list-style-type: none"> Ø Enforcement of the uniform & electronics policies Ø Collaboration with local authorities to address gang-related issues Ø Well established procedures for evacuation of the building, lockdowns, and fire drills Ø Supportive environment for everyone in the high school | <p>Afterschool Academic Programs to close Language Arts.</p> <ul style="list-style-type: none"> Ø Educere Credit Recovery Program Ø Daily blocked period (84 min) for students in 9th grade academy <p>IXL Program</p> <ul style="list-style-type: none"> Ø High School Alternative Program for retained 9th grade students Ø Summer School opportunities in Credit Recovery (Core Subjects, ELL and SE Programs, Advanced Credits) <p>Students also participate in a Learning Center tutoring program. Mandatory for seniors and any students participating in sports.</p> <p>Cognitive theory and environmental factors (Ausubel, 1978); Student portfolios (Arter & Spandel, 1992); Student-centered instruction (Bloom & White, 1993); ESL education research; Research on small class size on academic achievement</p> |
| How does the intervention align with the Common Core State Standards? | All curriculums are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into units and are aligned to the | All curriculums are aligned to the CCSS. Curriculum planning guides in language arts literacy are organized into units and are aligned to the CCSS. |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| | | |
|--|--|---|
| | <p>CCSS. Quarterly assessments are also in place for literacy and math and are used to plan for instruction.</p> <p>The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ESL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p> | <p>Quarterly assessments are also in place for literacy and are used to plan for instruction.</p> <p>The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ESL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.</p> |
|--|--|---|

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

| | #3 | #4 |
|---|--|---|
| Name of priority problem | Mathematics | Parental Involvement |
| Describe the priority problem using at least two data sources | Students are entering the 9th grade unprepared for the rigors of high school NJASK 7, 8, quarterly, midterm and final content area assessments. | Poor parental attendance to PTO meetings and other school activities. |
| Describe the root causes of the problem | Lack of student preparedness upon arrival to high school. Data Source: Nearly 70% of 9 th graders were only partially proficient on NJ ASK 7 & 8 in Mathematics. Lack of student preparedness upon arrival to high school. Data Source: NJASK 7 & 8. Nearly 70% of 9 th graders were only partially proficient on NJ ASK 7 & 8 in Mathematics. | Parental engagement has been a challenge as students enter high school. |
| Subgroups or populations addressed | All population including general, bilingual/ESL and Special Education. | All population including general, bilingual/ESL and Special Education. |
| Related content area missed (i.e., ELA, Mathematics) | Mathematics | N/A |
| Name of scientifically research based intervention to address priority problems | Student Focused approaches <ul style="list-style-type: none"> Ø Aleks Tutorial Program Ø Learning Center Ø Educere Credit Recovery Program IXL Program Ø Daily blocked period (84 min) for students in 9th grade academy Ø High School Alternative Program for retained 9th grade students Ø Summer School opportunities in Credit Recovery | Parent Liaison with a plan for increasing parental involvement. Said plan includes strategies and activities to ensure that parents are part of school functions and the academic life of their children. The high school has provided important information for parents such as State requirements for graduation, health and safety, drug education, and special services and Bilingual/ESL education. Accommodations are always made to address parents' work schedules and language and |

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

| | | |
|---|---|--|
| | (Core Subjects, ELL and SE Programs, Advanced Credits (Pre-Cal, Calculus, Geometry, PSI Physics), Summer Bridge (Mathematics, Science, Language Arts), and STEM/Kean Program (Computer Sciences, Robotics & Engineering | cultural differences. |
| How does the intervention align with the Common Core State Standards? | All curriculums are aligned to the CCSS. Curriculum planning guides in mathematics are organized into units and are aligned to the CCSS. Quarterly assessments are also in place for math and are used to plan for instruction. | Involving parents and families in school activities is essential to bridging the gap between the home and school. Parents are able to reinforce what is being taught at school in the home. Research shows that increasing parental involvement leads to improved student learning and achievement. Ongoing communication between the teacher and parents are also centered around student performance in alignment with the Common Core Standards. Tips and strategies provided for our parents in helping their child/children at home are offered at many of our family events to help students achieve mastery with the Common Core Standards. |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

| ESEA §1114(b)(1)(B) strengthen the core academic program in the school; | | | | | |
|--|-----------------------------|---|---|--|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA | Students with Disabilities | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State’s targeted score in Language Arts Literacy, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| Math | Students with Disabilities | IXL Program ALEKS EAI Software* | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State’s targeted score in Mathematics, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| ELA | Homeless | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State’s targeted score in Language Arts Literacy, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------|---|---|--|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| Math | Homeless | IXL Program ALEKS EAI Software* | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| ELA | Migrant | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| Math | Migrant | IXL Program ALEKS EAI Software* | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| ELA | ELLs | PLATO* PSAT Preparation | District Administrators, | In June 2016, grades 9-12 will meet the State's targeted score | Knowledge Space Theory – the result of ground-breaking |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------------|---|--|--|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | SAT Preparation | School Administrators, Supervisors, and Certified Staff | in Language Arts Literacy, as defined by the NJDOE. | research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| Math | ELLs | IXL Program ALEKS EAI Software* | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| ELA | Economically Disadvantaged | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Language Arts Literacy, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne at New York University (NYU) and the University of California, Irvine (UCI) |
| Math | Economically Disadvantaged | IXL Program ALEKS EAI Software* | District Administrators, School Administrators, Supervisors, | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. | Knowledge Space Theory – the result of ground-breaking research in mathematical cognitive science initiated by Professor Jean-Claude Falmagne |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

| <i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i> | | | | | |
|--|----------------------|----------------------|---------------------|--|---|
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | and Certified Staff | | at New York University (NYU) and the University of California, Irvine (UCI) |

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|---|---|---|--|
| ELA | Students with Disabilities | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Language Arts, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |
| Math | Students with Disabilities | IXL ALEKS SAT Preparation PSAT Preparation Kean STEM NJIT Summer Program | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |
| ELA | Homeless | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified | In June 2016, grades 9-12 will meet the State's targeted score in Language Arts, as defined by the NJDOE. | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|---|---|---|--|
| | | | Staff | Pre and post scores Attendance Formative Assessments | |
| Math | Homeless | IXL ALEKS SAT Preparation PSAT Preparation Kean STEM NJIT Summer Program | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |
| ELA | Migrant | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Language Arts, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |
| Math | Migrant | IXL ALEKS SAT Preparation PSAT Preparation | District Administrators, School Administrators, | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|---|--|---|--|
| | | Kean STEM NJIT Summer Program | Supervisors, and Certified Staff | by the NJDOE. Pre and post scores Attendance Formative Assessments | center/after-school/Pages/default.aspx |
| ELA | ELLs | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Language Arts, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |
| Math | ELLs | IXL ALEKS SAT Preparation PSAT Preparation Kean STEM NJIT Summer Program | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|---|---|---|--|
| ELA | Economically Disadvantaged | PLATO* PSAT Preparation SAT Preparation Project Adelante | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Language Arts, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |
| Math | Economically Disadvantaged | IXL ALEKS SAT Preparation PSAT Preparation Kean STEM NJIT Summer Program | District Administrators, School Administrators, Supervisors, and Certified Staff | In June 2016, grades 9-12 will meet the State's targeted score in Mathematics, as defined by the NJDOE. Pre and post scores Attendance Formative Assessments | http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx |

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--|---|---|
| ELA | Students with Disabilities | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| Math | Students with Disabilities | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| ELA | Homeless | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|--|--|---|---|
| | | | | | <i>Gloria Lodato Wilson & Joan Blednick</i> |
| Math | Homeless | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| ELA | Migrant | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| Math | Migrant | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN | District Administrators, School Administrators, Supervisors, and Certified | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--|---|---|
| | | Training | Staff | | Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| ELA | ELLs | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| Math | ELLs | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| ELA | Economically Disadvantaged | Co-Teaching strategies/Use of IXL Program/Design | District Administrators, School | Professional Development Surveys | What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf |

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--|---|--|
| | | of SGOs, Instructional Rounds, GCN Training | Administrators, Supervisors, and Certified Staff | Attendance Formative Assessments | .pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |
| Math | Economically Disadvantaged | Co-Teaching strategies/Use of IXL Program/Design of SGOs, Instructional Rounds, GCN Training | District Administrators, School Administrators, Supervisors, and Certified Staff | Professional Development Surveys Attendance Formative Assessments | Knowledge Space Theory – the result of What works clearing house http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf Book : Teaching in Tandem: Effective Co-Teaching in the Inclusive Classroom <i>Gloria Lodato Wilson & Joan Blednick</i> |

***Use an asterisk to denote new programs.**

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The school administration team consisting of the Principal, Vice-Principal and Instructional Leaders will be responsible for evaluating the implementation of the school-wide program. In addition, the Superintendent and district-wide content-area and program supervisors will also help evaluate the implementation of the school-wide program.

2. What barriers or challenges does the school anticipate during the implementation process?

The high school population of faculty, staff, and students is distributed throughout four (4) buildings that are not proximal to each other. This presents some challenges as it relates to program management and alignment. Furthermore, some of the barriers and challenges that the school anticipates during the implementation of the school-wide plan are the newness of some initiatives and the lack of knowledge about how to implement them. Fortunately adequate professional development time and opportunities have been built into the school calendar to address these areas.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

The school will obtain the necessary buy-in from the staff by providing rationales and criteria about the initiatives in a way that makes sense to them. They will be provided adequate professional development and time to learn and to implement the new and

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

relatively new initiatives. Staff will have access to assessment data to find out the results of the implementation of the initiatives. It is expected that the efforts spent to the initiatives will result in student improved performance. These expected positive findings are the ultimate evidence to obtain buy-in from stakeholders.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

The school will use surveys and evaluation forms at the conclusion of staff development sessions to gauge the perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

The following tools will be used: surveys, discussions, evaluations following professional development.

6. How will the school structure interventions?

Interventions will be structured based on students' needs, interest, data assessment and other resources available. Some of the students will receive intervention/enrichment during the summer programs. Most of the students will receive interventions during the school day, afterschool or on Saturday in small group settings in their regular classrooms or in the Learning Center.

7. How frequently will students receive instructional interventions?

Students will receive daily interventions in the classroom for Mathematics (ALEKS, IXL, EAI software, Star Math) and Language Arts (PLATO and Star Reading) as well as academic support services in the Learning Center after school. For the Kean STEM Summer Program students will attend classes at both PAHS as well as the college campus for four weeks. The NJIT Summer Programs will be held at the NJIT campus for four weeks during the summer.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

8. What resources/technologies will the school use to support the schoolwide program?

The school will use all the resources available to the school, both in man-power terms and in technological terms to support the school-wide program. Multiple technologies were utilized to support the program. Teachers will use Smartboards, document cameras, iPads, laptops, projectors, classroom sound amplifying systems, translating devices, the Internet, a school-home messaging device and educational software. Students will use these technologies on a daily basis in an interactive manner to enhance and facilitate learning. Infinite Campus and the Parent Portal will provide parents with immediate access to student information (grades, homework, attendance, etc.).

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

The school will use multiple quantitative data sources to measure the effectiveness of each intervention provided. Some of them include: High School performance data as reflected by common quarterly, midterm and final assessments. Other empirical evidence such as PSAT, SAT will be used to establish the effectiveness of each intervention provided

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? .

The way the school will disseminate the results of the school-wide program evaluation to all stakeholders is through the use of the school newspaper, Channel 34, school website, parent conferences, parent meetings, email and any other correspondence. All means of communication will be available in both English and Spanish.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---------------------------|-----------------------------|---|--|--|--|
| ELA | Students with Disabilities | PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |
| Math | Students with Disabilities | PAPAC Monthly Parent Group PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly |

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|--|--|--|--|
| | | Science Night | | | schools or teacher professionalism |
| ELA | Homeless | PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |
| Math | Homeless | PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------|--|--|--|--|
| ELA | Migrant | Parent Institute PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |
| Math | Migrant | Parent Institute PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|--|--|--|
| ELA | ELLs | Parent Institute PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |
| Math | ELLs | Parent Institute PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <i>What Works in Schools: Translating Research into Action</i> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |
| ELA | Economically Disadvantaged | PAPAC Monthly Parent Group | School administration, | Parent Surveys, Questionnaires, Evaluation | In his book <i>What Works in Schools: Translating</i> |

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|--------------------|----------------------------|--|---|--|--|
| | | Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | Teachers, Parents, Students | Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | <u>Research into Action</u> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |
| Math | Economically Disadvantaged | PAPAC Monthly Parent Group Monthly PTO Parent Fitness* Parent Compact Parent Literacy Convention Family Math Science Night | School administration, Teachers, Parents, Students | Parent Surveys, Questionnaires, Evaluation Sheets, and Sign In Sheets , Percentage of Parent Compact Signed & Returned | In his book <u>What Works in Schools: Translating Research into Action</u> , Robert Marzano shows that 35 years of research reveal that parent and community involvement has an even greater impact on student achievement than orderly schools or teacher professionalism |

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Consistent communication with parents about student's academic performance will lead to increased use of the Learning Center, which has proved to have helped students struggling in the area of Mathematics and Language Arts. Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of a school correspondence, district and school websites, emails, Channel 34, and the School Messenger System/Parent Portal of Infinite Campus. All outgoing communication is distributed and announced in both English and Spanish. Report cards, test scores and other important information are distributed in both languages when possible. Parents are also kept abreast of the students' academic performances at parent/teacher conferences. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home. Also, the home school liaison will collaborate with the PTO, Parents, Community and staff to provide workshops for the parents. The home school liaison encourages the parents to become active members of the school community.

2. How will the school engage parents in the development of the written parent involvement policy?

The way in which the James J. Flynn School will engage parents in the development of the written parent involvement policy is through our School Leadership Meetings, PTO Meetings, Parent Surveys and Questionnaires and through the involvement of our Home School Liaison.

3. How will the school distribute its written parent involvement policy?

The written parent involvement policy will be distributed at Back to School Night, Parent/Teacher Conferences, notices sent home also be displayed on the parent portal (Infinite Campus) and the school website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

4. How will the school engage parents in the development of the school-parent compact?

The PAHS will engage parents in the development of the school-parent compact through our PTO Meetings, Parent Surveys and Questionnaires and through the involvement of our Home School Liaison.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents receive the school-parent compact in the evening of our Back to School Night/ Conference Night. The compact is also distributed in the Welcoming Packet. The parent compact is distributed and reviewed with the parents. Parents take home the packet to review the agreement with their child where both the parent and the child sign the agreement. The school-parent compact is also available on our school website for access. Parents, teachers, and students all receive a copy of the compact once it has been signed by all the stakeholders. The home school liaison ascertains that all parents have received and signed the agreement to the compact.

6. How will the school report its student achievement data to families and the community?

The Perth Amboy High School reports its student achievement data to the families and communities in a variety of methods:

- Notices sent home
- District and school website
- School Messenger System
- Infinite Campus- Parent Portal
- NJDOE website
- Local newspaper
- Parent meetings
- Letters/Score reports sent home

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- Dialogues and discussions at Back to School Night and Parent Teacher Conferences
- PTO meetings
- Board of Education meetings

All assessment data is available through the district and school offices, as well as the district communication's office and website.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

When the New Jersey Department of Education sends an official notification of the district's status in meeting the Annual Measurable Achievement Objectives (AMAOs) for Title III, we comply with the requirement to inform parents by writing a letter, signed by the Superintendent of Schools, to all parents of student enrolled in the Bilingual/ESL Program.

8. How will the school inform families and the community of the school's disaggregated assessment results?

The Perth Amboy High School will inform the families and community of the school's disaggregated assessment results through a variety of methods including:

- District "Out Call" system
- Infinite Campus-Student Information System
- Notices sent home
- District and school website
- School Messenger System
- NJDOE website
- Local newspaper
- School quarterly newsletter with topics such as how to help with homework.
- Parent meetings
- Letters/Score reports sent home
- Parent Conferences

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- Report Cards
- Calendars
- New Jersey State Report Card

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The Plan is also shared at a PTO meeting with parents upon its completion. The Home School Liaison also facilitates the involvement of families and parents in the development of the plan.

10. How will the school inform families about the academic achievement of their child/children?

Parents are informed of their child's academic achievement through the following methods:

- Standardized Scores reports provided by the scoring company are sent home.
- Parent / Teacher Conferences
- Frequent Communication between teacher and parent
- Progress Reports and Report Cards
- Infinite Campus- Parent Portal

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

- Parent Resources/Materials
- Conference Nights
- Technology nights for parents
- Family Activity Nights
- Family Math Nights
- Family Literacy Nights
- Family Fitness Night
- Several parent workshop/information nights (Day and Evening)

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

| | Number & Percent | Description of Strategy to Retain HQ Staff |
|---|------------------|---|
| Teachers who meet the qualifications for HQT, consistent with Title II-A | 247 | As the job market becomes more competitive for specialized teachers, lengthy discussions are being conducted as part of contract negotiations on strategies to improve retention. We have granted full tuition for content area Master's Degrees and included salary incentives for content specific courses and degrees. |
| | 100% | |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | 0 | |
| | 0 | |
| Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test) | 16 | As the job market becomes more competitive, lengthy discussions are being conducted as part of contract negotiations on strategies to improve retention. We offer undergraduate tuition reimbursement and included salary incentives for ParaPro test, credits and degrees held. |
| | 94% | |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)* | 1 | |
| | 6% | |

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

| Description of strategies to attract highly-qualified teachers to high-need schools | Individuals Responsible |
|---|---|
| The Perth Amboy District currently employs a full time Human Relations Director for the purpose of recruiting and retaining high-quality teachers. Some of the strategies used to attract highly qualified staff are: A formal recruiting program that includes on-campus college recruiting, college partnerships (i.e. Transition to Teaching, Pathways to Teaching), Internet recruiting (i.e. www.NJHIRE.com , which is run by the NJDOE, www.NJSCHOOLSJOBS.com , the district website www.paps.net and the use of local cable access PATV Station #34), and more traditional media such as brochures, and newspapers. | Superintendent, Central Office Administrators, & Manager of Human Resources |